

The School Counselor

NEWSLETTER OF THE AMERICAN SCHOOL COUNSELOR ASSOCIATION
A DIVISION OF THE AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION

The Classroom Teacher in the High School Guidance Program

by Edward Landy, Director of Guidance, Newton, Massachusetts

THERE HAS BEEN a tremendous increase in attention paid recently to the minutiae of guidance. New tests, counseling techniques, cumulative forms, etc. have poured forth in a huge and apparently inexhaustible stream. Parallel with this output of tools and techniques has come a growth of guidance agencies operating as independent entities apart from any educational institutions, or if operating within educational institutions having little or no organic connection with the educational program of these institutions. In this increased emphasis upon highly specialized tools and techniques and the separation of guidance into an independently operating function, there is grave danger that we may do serious harm to the total educational program as well as evolve guidance practices which will remain inadequate.

One reason perhaps for this trend is the confusion which exists in the minds of many educators as to what guidance is and how it can be an organic part of the total educational program. One often hears administrators say "Every teacher is a guidance teacher" or "Every teacher is a counselor." When they are pressed as to exact meanings and what the precise contributions of the teacher can be to a guidance program, their answers are either confusing or evasive. (One cannot blame the administrators because as much confusion seems to exist at the sources where educational theory is produced.)

One of the greatest areas of confusion exists with respect to the role of the classroom teacher in the guidance program. Points of view range from those putting an impossible and completely unrealistic burden upon the classroom teacher to those divorcing him from any responsibility in the guidance program. What follows is an effort to present in simple terms what is essentially a middle of the road position with respect to the function of the classroom teacher in the guidance program. Such a position depends essentially upon a particular concept of what a guidance program should attempt to accomplish.

It seems desirable that if we are to introduce new terms they must stand for unique contributions to the total educa-

tional program. Most concepts or definitions of guidance are so broad and general that they can be used to define all of education or can be so interpreted as to mean almost anything. A concept should be sharp enough to give real meaning and direction to what we hope to accomplish by this thing called guidance. Here, I believe, is one for the high school guidance program. "Guidance is that part of the total educational program carried on in the high school which gives specific and concrete help to pupils for purposes of decision-making of any real and substantial importance." There are weak spots and generalities in this definition which need further illustration, but it does focus attention upon the unique contribution of a guidance program—that of providing help for decision-making. The generalities which need further illustration have to do with the phrase "decision-making of any real and substantial importance." What are some of the decisions which pupils have to make in school which are of real and substantial importance? They have to decide whether to come to school or not. They have to decide what they intend to do about further schooling or kind of job upon completing school. They have to decide whether they will participate in various social and extra-curricular activities or whether they will withdraw into themselves. These are decisions of real and substantial importance which demand special attention over and beyond the usual advice, admonitions, information, etc. received from parents, the school, other community agencies, friends, etc. This special attention constitutes the guidance program.

As we analyze the decisions of real and substantial importance, for which the school has any right to assume responsibility, we find that they may be grouped in three major categories: (1) Decisions concerned with educational choice and adjustment, (2) decisions concerned with vocational choice and subsequent adjustment and (3) decisions which, for want of a better category, we can lump together as those concerned with personality growth and development.

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FOLLOW-THROUGH FOLLOW-UP BRINGS BOSTON UP TO DATE

Remember "Boston Follows Through With Its Follow-Up" in our last issue? Mr. Arnold L. Ganley, Department of Vocational Guidance, Boston, reports that a comparison of the 1953 study with the figures for the five-year period, 1947-51 reveals these trends:

1. The per cent of boys entering the armed services dropped from 20.6% to 16.1%, a decrease of 4.5%. Although the per cent entering the service is still greater than that for the five years following World War II, it marks a definite break in the rising trend of the past few years.
2. The increase in the per cent of boys entering day schools and colleges is not as great as that shown in the report of last year but it is still indicative of a continued rising trend.
3. For the first time since 1947 the per cent of boys entering employment shows an increase.
4. A small increase, .05%, in unemployment among boys is noted. The total, .09%, is still much smaller than the average for the preceding post-war years. There is no unemployment reported among the girls.
5. With the exception of an increase of 2.08% in the number of girls attending day schools and colleges, the distribution of girls in the various classifications shows no marked year-to-year fluctuations.

PUPIL PERSONNEL PROGRAM STARTS ON 3-YEAR PLAN

A pupil personnel program is getting under way this year in the Snyder, Texas, Consolidated Public Schools, with the staffing of counselors, nurses, and visiting teachers. Designed to cover a three-year period, the study is receiving staff assistance from the Texas Educational Agency and the State Department of Health, the last of which is sending a consulting psychologist and a state supervisor of nurses to Snyder for conferences two days each month. Also cooperating in development of the project is the Hogg Foundation.—J. CARTER PARKES, Counselor, Snyder Senior High School, Snyder, Texas.

THE CLASSROOM TEACHER IN THE HIGH SCHOOL GUIDANCE PROGRAM

There is one further idea which I would propose with respect to concept and that has to do with a fundamental principle which should underly all guidance action. This principle is that the pupils themselves should make their own decisions. If we believe in democracy and respect the integrity of the individual, it seems to me we have no choice in this matter. (There are obvious exceptions to this. The psychotic cannot be allowed to make decisions for himself. Some decisions have to wait until an individual reaches a maturation level which permits him to make decisions in certain areas—whether to get married or not, for example.)

So much for definition. How is this objective of help in decision-making to be achieved? Or stated differently, what are the essential elements of a guidance program which contribute to the achievement of this objective? The interesting part about all of this is that as one examines actual guidance programs in practice—in spite of confusion as to concept and objective—one finds five basic elements in existence. These five elements are the result of considerable thought and experience on the part of both theorists and practitioners in the field. They stand as existing facts and cannot be brushed aside lightly. A complete guidance program will have all five elements. In some schools, a good job is being done in certain of the five, while some are being neglected.

What are the five elements? They are:

- A. Providing learning experiences for pupils which may be useful to them in decision-making. This may be done by:
 1. Teaching occupation information in classes; making it available in libraries, on career days, through extra-curricular activities, etc.
 2. Encouraging and providing practice in decision-making through the methodology of teacher-pupil planning together.
 3. Pointing out specific values of regular subjects for educational and vocational planning.
- B. Gathering understanding or collecting data about the individual. There are various methods now in use for collecting information about pupils. Included in this element would be objective test results, anecdotal records, school marks, etc.
- C. Counseling

This is the heart of the process of providing help in decision-making and it consists largely of person-to-person interviewing for the purpose of achieving decisions by the counsellee in the three major categories named above.
- D. Placement

This activity is carried on for the purpose of ensuring proper placement of pupils within the school, in other schools to which the pupil may go, and in jobs.
- E. Follow-up

This activity is conducted for the purpose of evaluating the program and for providing further help to those who need it even though they have left the school.

As we look at these five elements as carried on in different schools we find again different organizational and administrative

patterns. Some schools have a separate department of guidance wherein certain of these five elements are its exclusive property, others have no specialists, and still others use various combinations of specialists and teachers.

It seems to me there is need for a separate department with its specialists and need also, for the classroom teachers; that both can and should operate in a good functional program.

It is possible that a guidance program could exist without any specialists and with classroom teachers and regular school administrators making the necessary contributions to each of the five elements already described. I have some serious doubt as to whether it could be as effective as having specialists available. I am certain, however, that a guidance program worthy of its name could not exist without the active participation of the classroom teacher. Let us take the five basic elements—one by one—and see whether this is so or not.

It is easily apparent that in the matter of providing learning experiences we cannot

Records for Transfers?

Have you ever had a student transfer into your school without any records? And when the official record does arrive it usually contains nothing but a statement of courses completed and grades received. Nothing much there to help you as a counselor understand this new student or help in his adjustment to his new school.

Quite likely that student came from a school that had a fairly well-organized cumulative record system. Through testing, interviewing, and perhaps recorded behavior observations, much data had likely been accumulated. Now at the time of transfer, when the student is especially in need of the kind of understanding that might come from the use of such records, they have been placed in the "dead file."

Why cannot counselors prepare a summary of the record of the student who is planning to make a transfer? This record could be given to the student, with instructions to present it when registering at a new school. In the few cases when this might not be desirable, it could be mailed to the school. However, to be of maximum use this information should be available at the time a student is registered.

Could not the American School Counselors Association take the lead in establishing a policy of exchanging information when students transfer? As a first step a committee might be appointed to make recommendations. And every counselor can do his part now by sending with each transferring student a summary of the data available.—LAWRENCE B. KENYON, *Guidance Director, Hamburg High School, Hamburg, New York.*

do without the classroom teacher. If we hold to the principle of self-decision-making—and I maintain that we should both for its values to our democracy and for the individual as a complete personality—we have to provide the individual with experiences which have value for him in the process of decision-making. Classroom teachers should honestly try to provide information which will help to answer the pupil who asks: "Just what good is algebra (or Latin, etc.) to me?" We know what he means by that question. He wants to know how algebra (etc.) is going to be of any use as a citizen, a worker, a homemaker, etc. If the classroom teacher tells him algebra improves his mind, and is good for his soul (because it causes pain), he will still remain unconvinced as to its value. However, if the classroom teacher is truly alert to all of the values of his subject, he will be able to make a distinct contribution to the guidance program by providing the information which helps to answer the question.

But over and beyond information-giving about the usefulness of a subject are other values to be derived from the teaching-learning relationship. The teacher can think in terms of his classes as providing try-out experiences for his pupils. He should be on the alert to help a pupil properly assay his ability and interest in a given subject. This means careful attention to individuals as individuals within the class. It means occasional conferences with individual pupils for the express purpose of helping them make this assessment. Here the classroom teacher makes his contribution to the counseling element within the total guidance program. (More intensive and complex counseling may be needed by the individual pupil with a counselor who, by the very nature of his training and position, can think more in terms of the total individual in his total context.)

If there are counselors available, they cannot counsel in a vacuum. The pupils must have some experiences upon which they can be helped to make decisions and the counselor, to be effective in his counseling, needs to know as much as possible about the pupil. Objective standardized tests can give the counselor much useful information about the pupil, but no battery of tests exists today which can provide the kind of insight about a pupil which a well-trained, intelligent, understanding, accepting, and conscientious teacher can. Thus we find it possible for the classroom teacher to make an indispensable contribution to another element—that of increasing understanding of the pupil.

When we consider the element of placement, the classroom teacher again plays an important role. The information-giving, try-out and self-appraisal values provided by the classroom teacher are essential for wise decisions with respect to placement. And placement, meaning placement within the school, requires considerable care. Which teacher is best for this pupil? Will he be placed in a room with associates who will help him get into trouble? Is the receiving teacher properly

informed as to how he might best help a particular pupil? Will the receiving teacher use this information wisely?

The element of follow-up is usually sadly neglected in most schools. We may collect some cursory information on how well former pupils do in college but rarely about those pupils who go directly to work. Problem children in the grades are rarely followed along thoroughly and systematically as they proceed through our schools. Why is it desirable for classroom teachers to participate in follow-up? If the findings of the follow-up studies are to have any impact upon current practice then the practitioners must participate in the studies. (We are apparently in a different situation in school work than in medicine where the findings of research are accepted by the practitioner.)

It is becoming recognized that it is necessary to have specialists available, within or without the school system, to whom pupils may be referred for special help. Teachers need to be alert to all the special needs of individual pupils and be ready to refer cases through the school counselor when such referral is necessary. Some of this help may be provided by general counselors within the school. They, in turn, may have to seek the help of specialists in reading, hearing, speech, psychotherapy, etc.

These specialists need not be considered as providing guidance services. Their work, however, should make it possible to have counseling for the purpose of decision-making take place in a more realistic and favorable setting.

I have described very briefly what I consider to be the function and elements of a guidance program and the part the classroom teacher should play in that program in an effort to clear up some existing confusion. What I have said in now way implies any lesser need for trained school counselors with sufficient time to do their jobs properly. Actually the full functioning of the classroom teacher in his role as described above would call for more service by trained counselors.

FOLLOW-UP PLANNED ON ASCA APPLICANTS

Although ASCA approved membership is growing steadily, the number of applicants for membership who have not returned their ASCA application forms has now reached 400, or nearly 50 percent of the approved roster.

To spearhead a drive to bring these potential members into active participation in the Division, the Membership Department of APCA Headquarters plans to send out during the first week of April a special letter to each applicant in the pending file. Enclosed with the letter will be a new application blank, in case the old one has been mislaid.

If you as an individual member have encouraged a colleague to join, why not check to see whether he has followed through with his application. ASCA Secretary Ruth Penty must check the qualifications as outlined on the form before any name can be added to the approved list.

A Basic and Continuous Need: GUIDANCE

THE EMPHASIS in education has changed over the years. Factual learning still has its place and use, but the relation of knowledge to intelligent social action is of primary importance. Today, the major purpose of education is the development of each individual to the limit of his capacity for complete living, for citizenship in its broadest sense.

The good citizen must be competent economically and socially in order to contribute to the enrichment of society generally. He needs to have an understanding of, and respect for, himself. This requires the self-discipline which comes through basic moral and spiritual values. A free society requires discipline in the character of the individual citizen and opinion based on the best available information.

To be socially competent, the individual must be able to live well with his fellows so that life shall mean no less, and may mean more, for his fellows because he is one of them. Education for social competence thus includes—in addition to factual knowledge—moral, ethical, and spiritual values for the benefit of both the individual and the group.

In order to achieve the proper preparation for effective or complete living, seven goals of education have been established. Guidance has a definite contribution to make to each of these goals at all levels of education, whether it be given by the class teacher, the guidance counselor, or any one of the many other members of the "school family." The guidance program permeates every phase of school life—the curriculum, teaching methods, disciplinary procedures, health program, co-curricular activities, and home and civic relations, and is continuous from the kindergarten through the senior high school. All teachers try to help their children grow and develop, and should call on specialists to assist as needed.

The guidance program available to each child in school should include:

Teachers, counselors, deans, principals, and specialists who understand all of the factors and processes that might facilitate or retard learning, or might result in acceptable or undesirable behavior; and who are able to coordinate these factors and processes to develop integrated, well adjusted individual personalities capable of achieving their own maximum development and of contributing to the enrichment of society generally.

This would involve a continuing and expanding program such as:

1. Routine and special physical examinations
2. Services of a school nurse, dental hygienist, home visitor
- *3. Health services
 - a. immunization, inoculation, x-ray
 - b. dental treatments
 - c. screening tests (audiometric, eye, scalp, etc.)
4. First Aid
- *5. Referrals
 - a. doctors
 - b. dentists
 - c. ophthalmologists
 - d. psychologists

- e. psychiatrists
- f. clinics
- g. social agencies
- h. community agencies
- i. exceptional child services

6. Testing program and individual testing
7. Cumulative record
8. Counseling
 - a. educational information
 - b. vocational information
 - c. adjustment—social and emotional
 - d. orientation to school
 - e. personal problems
 - f. a specific continuing plan for development and adjustment
9. Areas of orientation
 - a. related studies in personality development
 - b. family and peer group relationships
 - c. boy-girl problems
 - d. understanding of abilities and interests
 - e. orientation to life
 1. citizenship duties and privileges
 2. how to get along with others
 3. the world of work
 4. use of leisure time
 5. problems of marriage
 6. acquaintance with the community

*10. Follow-up program

The starred items are for an expanded program. It is generally agreed that there should be one full-time specialized guidance person to every 1,000 students in the elementary school, and one to every 400 in the secondary schools.—FLORENCE E. LOOSE, Counselor, Wilmington High School, Wilmington, Delaware

CALIFORNIA CONFERENCE FEATURES GUIDANCE

The Sixth Annual Conference on Educational Research held in San Jose, California, November 5-6, 1954, had as its theme "Research in Pupil Guidance."

Major addresses were given by Clifford P. Froehlich, Associate Professor, School of Education, University of California, Berkeley, Richmond D. Barbour, Director of Guidance, San Diego, and David Ryans, Associate Professor, University of California at Los Angeles.

Groups discussed such topics as Evaluation of School Guidance Programs, Methods of Using Test Data, Validity of Tests and Scales, Validity of Other Techniques for Gathering Data.

The Conference was sponsored by the California Advisory Council on Educational Research, representing: California Association of School Administrators, California State Department of Education, California Teachers Association, Los Angeles County Superintendent of Schools Office, Los Angeles City Schools, Oakland City Schools, Pasadena City Schools, San Diego City Schools, San Francisco City Schools, Stanford University, University of California, Berkeley and Los Angeles, University of Southern California, California Liberal Arts and State Colleges.—HARRY SMALLENBURG, Director, Division of Research and Guidance, County of Los Angeles Schools, California.

here is how we do it

PROGRAMS AND PRACTICES AROUND THE COUNTRY

In a Counselor's Day

Counseling in the elementary schools is a comparatively new development in Baltimore. Because I am a counselor assigned to this service, I am frequently asked by friends and colleagues, "What do you do? Is your work with children or teachers? Do you deal with the problem child?", and so on.

These questioners are not satisfied with theoretical answers based on the philosophy of our work. If you say that you are interested in the development of each pupil—mentally, socially, emotionally, and physically; or if you say that in order to do this job, you work with pupils, parents, teachers, principals, all divisions of the Department of Education, and community agencies and organizations, the question comes again, "Well, what do you do?"

Now, what do I do? Perhaps the best way to answer this question is to take just one ordinary day and record my activities for that day.

Harry's mother was in the hospital having an emergency appendectomy when the day of Harry's appointment with the psychologist turned up on the calendar. Either the boy (badly in need of help) would wait for another appointment, or I would take him. Five regular 6A interviews and a conference with the psychologist could be re-scheduled and Harry and I went to the offices of the Division of Special Services where the psychologist saw and tested (projective technique) the child. While waiting for Harry, I visited our own offices (same building) to discuss several problems with my superior.

The principal stopped me when I returned to the building to talk to me about John. The limited mental ability and home environment of this child makes him hard to cope with. He reacts to any teacher correction or criticism by muteness. The lack of response angers the teacher, and she tries to make him respond. The child then becomes sullen as well as mute. Such scenes usually end up in the principal's office, and one had been concluded just before I returned to school. The principal wanted not only to keep me informed because John has been referred to Special Services but wanted also to talk about how to help the teacher gain a better understanding of the boy.

Before concluding our conference, the principal told me about a new fifth grade child who had entered during the morning. I try to see all new pupils within a week but planned to see this boy during the afternoon because his record indicated many school changes, poor attendance and poor achievement.

There was a message on my desk from the reading clinic. A diagnostic appointment had been made for two of our children, and the clinic wanted to check to see if parents would be able to bring the children at the appointed time. A return phone call assured the clinician that the appointment would be kept. These children had

been referred several months ago after a conference with the parents, principal and teacher, and the parents understood at this time that an appointment would be made when the names were reached.

Jacquelyn entered our fourth grade last November from another state. Her name was placed on the list for Binet testing. The psychologist who has been working in our building for the past several days tested Jackie and found her I. Q. to be 67. We have a class for slow learners—the opportunity class, and I talked with Jackie about this class, took her to see it and sent a note to her parents explaining the proposed change of class and inviting them to school if they wished more information. Charles, in the fifth grade, was another who would profit by opportunity placement. I saw him and went through the same procedure as with Jackie.

The psychologist was able to see me about those children who had been tested. We not only discussed the actual score, but the reactions of the children to various parts of the test as well as quality of responses. Significant information is thus passed on to the teacher without a lapse of time.

John, one of the scheduled 6A's came in toward the end of the day to ask about his school record. He hopes to get a newsboy badge and a statement from the school. His age, grade, address, etc. is required. We talked about how John could rearrange his time schedule to take care of a newspaper route, his home work, and his interest in baseball. John believes he can handle this additional responsibility, and we issued the necessary statement.

The sixth grade teacher stopped in for a

few minutes while the class was returning from a game period, and we re-scheduled the 6A interviews. I also asked her for a little time at noon tomorrow to discuss the visits made to 6A homes during last week.

I talked to three parents yesterday about advanced summer school for their children, but there is another who said she could not get to school and this visit should be planned for tomorrow morning.

A second grade boy had an accident during the early part of the winter. His head was cut and injured and several days were spent in the hospital. The teacher reports that during recent weeks he has had attention lapses that make her wonder about the seriousness of the head injury. She would like me to talk to the parent to see if he could be taken to the clinic for a re-examination. There is a sister with a speech defect, and I want to see the mother about speech class help for her. I'll stop there on my way home.

And so my days go. Each one filled with many and varied activities: interviewing pupils and parents; having conferences with teachers and principal; making contacts with divisions of the Department of Education; co-operating with community services and organizations; visiting the homes of pupils; holding group meetings with pupils or parents; observing pupils in the classroom, on the playground, or in the corridors; studying and contributing to the cumulative record of each pupil the information gained through the interviews, the home visits, and the parents' and teacher conferences; referring for testing or testing pupils for whom additional data are needed; and studying the needs of the pupils and the opportunities in the community and in the school to meet these needs. All of these activities geared to one aim—the maximum potential development of each boy and girl—mentally, socially, physically, and emotionally.—ANNA M. SCHONE, *Elementary School Counselor, Baltimore, Maryland*

Recruitment

For several years, senior students at East Aurora High School interested in teaching have had the opportunity to observe in the elementary school. The purpose of this practice was twofold: (1) to help decide whether or not to prepare for teaching; and (2) to help those who have decided to teach determine the grade levels for which to prepare.

Each student, at the suggestion of his counselor, makes an appointment with the elementary principal. At this meeting the program of the school is discussed and a schedule for observing is made, using the student's study hall periods for his observing time. The student stays a week in each grade and observes all grades from kindergarten through sixth grade. Students interested in such special areas as art and music work with the special teachers in those fields.

After all the grades have been observed the student may return to the grade found to be most interesting and spend the rest of the semester helping in that grade. Some students remain in the program for an entire year.

Students and faculty are equally enthusiastic about this program, and graduates who have had this experience report that it has been most helpful in their college work. The college admissions staffs are sufficiently interested that they request counselors to make a note of this practice on admission applications.

The program has been in practice long enough that we now have some of our graduates on our permanent teaching staff. Perhaps a partial answer to the teacher shortage is "to catch 'em young and train 'em."—HARRIET STANBRO, *Director of Guidance, East Aurora High School, East Aurora, New York*

Co-Curricular Program

The guidance and commercial departments of the Boonsboro (Maryland) High School, as co-partners in the education of tomorrow's full-time office workers, jointly provide a very thorough, practicable and effective co-curricular activity—the Office Practice and Secretarial Training Program.

The program is devised for commercial-course seniors who desire to correlate classroom instruction with actual in-school experience which, it is hoped, will lead to positions in the field of business. Thus the cooperative-level office occupations training enterprise serves as a daily laboratory or workshop in the guidance-department offices. The 12th-graders are also on call to render service to all other teachers. The project enjoys the approval and cooperation of school officials.

The program calls for a rotation by the staff of the commercial department of the two pupil interns on a bi-weekly basis. The participating students devote three hours per day for ten consecutive school days to the office of the two-member guidance department. Ample modern, commercial-type equipment and other facilities are available to the 12th-graders.

Basic theory, practice, and service techniques are combined for the stenographic and office-practice teams. Whatever personnel and vocational-use skills, training and knowledge the students have mastered in their classrooms for an expansion of their educational and vocational horizon (typing, shorthand, bookkeeping, written and oral English) are readily employed by the school counselors.

At the outset, the trainees are given a thorough orientation, instruction and tailor-made advice of guidance purport. In the continuing program, the prospective stenographers, secretaries, file clerks, typists, bookkeepers, receptionists, and business machine operators define and discuss their needs, capacities, occupational choices, decisions and plans with their instructors and the guidance generalists. A course of action best suited to the individual student is then inaugurated.

Progressive assignments under patient and sympathetic supervision, coupled with a wealth of gradually acquired practical experience, general training and a well-rounded background, enable the enrollees to assume responsibilities and privileges; to develop character, talents and abilities, and to express their own creativity, initiative and enthusiasm in terms of occupational competence. A good working relationship, based on mutual confidence and respect, also is built.

During their highly productive stay in the guidance-department offices, the 12th-graders are involved in a great variety of functions. They spend part of their time in the operation of commonly used office machines, including manual and electric typewriters and duplicators. Many derive a sense of accomplishment in their ability to take dictation by shorthand at a reasonable speed and to transcribe official guidance-department correspondence, notes and reports according to accepted stenographic standards. Resourceful, imaginative and aggressive assistants act as advisers to the two school counselors

Know Your Board

HENRY D. BRADFORD is Assistant Principal and Director of Personnel Services of West High School, Salt Lake City, Utah. He has been in the field of guidance since 1943 when he was appointed as full time counselor at the Irving Junior High School. In 1945 he became Dean of Boys at the West High School; in 1952 he was appointed Dean of Students at the same school. In 1953 he was appointed to his present position.

Mr. Bradford is active in various professional organizations. He has served as president of the Salt Lake City Teacher's Association, regional president and member of the Board of Governors of the Utah Counselors' Association, an organization he helped found. He is an active member of the Utah Educational Association and has served as membership chairman for ASCA in Utah.

JOE M. YOUNG, Coordinator of Guidance and Counseling for the Tucson Public Schools, has been a rural school teacher, a YMCA Secretary, a classroom teacher at the elementary and secondary levels, and a principal in both the elementary and secondary public schools. He has held his present position since 1947.

Mr. Young is a member of Phi Delta Kappa and Alpha Chi. He has served as President of the Tucson Educational Association and the Arizona Personnel and Guidance Association. He is an active member of Kiwanis, Past President of the Community Council, and President of the Pima County Association for Mental Health, a position he has held for the third time. He is also a member of the Board of Directors of the Tucson Child Guidance Clinic, which he helped establish.

BESS DAY is a former high school teacher (Latin and Mathematics) and librarian at Anderson Senior High School, Anderson, Indiana. She is now Director of Guidance and Counseling, Michigan City Public Schools, a position she has held since 1947. Her work touches all levels, grades kindergarten through twelve.

Miss Day is active in various groups: treasurer of the Northern Indiana Branch of NVGA, one of the founders of the Michigan City Community Service Council, a charter member of the LaPorte County Mental Health Association, a past officer of AAUW, and a member of many community organizations and committees. She is a member of Kappa Delta Pi and Delta Kappa Gamma.

in the follow-up surveys of former students and in the preview and review of audiovisual materials for guidance use.

Internes in the Boonsboro High School work-study training program experience the satisfaction that comes from doing new things and mastering work processes and forming many friendships and acquaintanceships. The commercial-course trainees actually file, index and disseminate educational and occupational-guidance information and materials, maintain proper telephone service for the entire school, and receive school visitors, guests and guidance department clients.

In its joint venture with the officials of the commercial department, the guidance counselors analyze, evaluate, form judgments, and compile written reports about the students in terms of their typing-filing-indexing-shorthand skills. Assayed, too, are the neatness and accuracy of work, efficiency, maintenance of ethical taste and standards, confidence and dash. An impartial and objective consideration is given to the personality, understanding, and personal appearance of the guidance-department aides, together with their receptivity to ideas, criticisms and suggestions.

The data are used by the instructors of commercial subjects and the school counselors in the determination of academic and occupational accomplishment and the extent of growth, development and advancement of the student clerical staff of the guidance department.

At graduation, when the Office Practice and Secretarial Training Program enrollees are anxious to exchange a commercial-course diploma for a pay check, the guidance department tenders each student a "Statement of Experience" to help the spirited learner get started in the competitive job market.—JOHN J. FERDIAN, JR., *Guidance Counselor, Boonsboro (Md.) High School*

Career and College Committee

There is a way to have your Career and/or College Day, and eat it too! Towson High School, in Towson, Maryland, is holding College Days and Career Days all year long. And everybody is happy about it—colleges, counselors, pupils—everybody, with the possible exception of the administration whose problem it is to produce a conference room during the daily activity period in a school whose normal number of spare rooms is zero.

"Period 7," from 2:40 until 3:30, was carved out of the school day for the express purpose of housing as many extra-curricular activities as possible and for preventing these activities from interrupting regular classes. It is also a very elastic period; it can be stretched, in emergencies, as far as 4:00 or 4:30 p.m. Provision is made even for bus pupils to enjoy its offerings. It, therefore, offers a unique place in the school day. It may bring together the pupil and the out-of-school consultant who can tell him about the colleges and the careers he must plan to meet after graduation from high school.

(Continued on page 6)

Perhaps we should enumerate some other advantages of the scheme:

1. The pupil has a chance to interview, in the course of the year, many more representatives than he could ever meet during one college or career day.
2. The pupil can meet the representative in a smaller, more informal, conversational group.
3. The pupil can participate in these conferences during all three years of senior high school.
4. The representative can usually be assured of the privilege of selecting his own date and of being the featured guest, indeed the only guest, on the day of his appointment.
5. The representative meets interested students who have planned to see him.
6. Regular classes are not interrupted. The teachers themselves have a chance to drop in on some of the conferences.
7. The dissemination of occupational and educational information is more unified and systematic.
8. Last, and best of all, the whole program is "student-owned and operated."

This final advantage, we think, is actually the greatest attraction of the plan which, of course, has many counterparts all over the country. Our students handled it this way:

In the fall 1953 a group of seniors, at the request of their counselor and class president, volunteered to study the problem of distributing educational and occupational information. They worked out an organization which, under one chairman, operated three large committees—Booking, Publicity, and Reception. The first was responsible for receiving and answering requests from representatives of schools or colleges, and for posting these on a master calendar which was the hub of the plan. They also received, posted, sorted, and distributed to proper places, catalogs, scholarships announcements, College Board Notices, visiting day invitations, and so on.

The Publicity Committee subdivided itself into three groups—Bulletin Boards, Public Address System, and Newspaper. Each of these, or all three if needed, studied the master calendar and found ways to publicize the posted information.

The Reception Committee was responsible not only for providing host or hostess for the representative but also for providing an audience, and for wresting a conference room from the badgered administrator. They posted a conference sheet for separate occasion, on which pupils interested in attending could sign up. Then passes excusing those pupils from 7th period study, club, or minor subject, had to be prepared and distributed. One or more hosts or hostesses had to be engaged far enough in advance to see that they were dressed for the occasion (no trouble for the girls, but sometimes a tie, collar, and coat became a problem for the absent-minded boy given to casual wardrobes).

At first the group called itself the "College Committee" but this title soon proved inaccurate. The conferences were extended to include representatives from two other active groups: representative men from local business and industry belonging to a "Community Council" with which the Business Education Department had contact; and business and professional

GROUP GUIDANCE

In the Activity Program: The techniques of individual counseling and group guidance are two tools or media of student counseling within most school systems. Allotted counselor time, counselee load, or the prevalent philosophy of counseling within the school system may determine the extent to which either is used. Individual interviews play an important part in the functioning of the school guidance department, with a two-way channel maintained. The counselor frequently calls in the student, and the student moves freely in coming of his own volition to the guidance office. Group guidance programs may spearhead the high school counseling program or may supplement the individual counseling done. Group guidance units, orientation classes, or activity programs may be effective or ineffective within any one school system.

In our high school of 800 students comprising the tenth, eleventh, and twelfth grades, the planned group guidance program is incorporated into the regular school day, which consists of seven 45-minute periods. The seventh period is known as the activity period. All students return to home room from 2:40 to 3:30. For some it represents an activity period; for some, a study period; on Monday and Friday, seventh period, Choral Club meets; on Tuesday, science labs; and on Wednesday, Church School. Thursday, seventh period, is reserved for the guidance department. The students and teachers alike recognize this fact and anticipate the guidance unit. Homeroom groups number from thirty to forty as a general rule. This is a group effective in size. Frequently, for discussion periods, two homeroom groups may join each other.

Our high school's two deans, who are the guidance counselors, outline and prepare a group guidance unit, one year in scope, for each class of the school—sophomore, junior, and senior. The sophomore homeroom teachers are organized into a committee with a teacher chair-

men representing the vocational committees of Towson service clubs. "Career and College Committee" is this year's title.

Counselor-time has been much freer and counselor-nerve much less frayed since important visitors are assured of a date, a host, a courteous reception, and an audience, whether or not the counselor is occupied at the moment of arrival.

The plan demands constant expansion and improvement. Already this year the committee members are talking about a "Homecoming Day" around Thanksgiving or Christmas for a program of conferences (as well as basketball games) with vacationing college freshmen who were our last year's seniors. They hope to tackle the crowded library's problem concerning better storage and use of college catalogs. They want to interest more underclassmen in attending the seventh period conferences, and they will extend the same invitation to parents.—*RUTH WACK, Counselor, Towson Senior High School, Towson, Maryland.*

man, and likewise, the junior and senior homeroom teacher groups. Each committee, working with its teacher chairman and with the deans, coordinates the activities of the class involved. Sometimes during the first or second week of the fall semester, the deans make an oral and graphic presentation of the guidance unit for the year to the homeroom teachers of each class respectively, in their separate meetings, and the group guidance program is set into motion. The deans or teacher chairman can call subsequent committee meetings, say once a month, if the need is found. From time to time as additional directives are needed, they are supplied in mimeographed bulletins from the deans' offices. The theme of the sophomore unit is orientation, orientation to the new school, orientation to the community, and orientation to getting along with others. They meet first in the auditorium where school handbooks are distributed; cheerleaders teach the cheers; the deans speak on the year ahead. On subsequent Thursdays, the homeroom teachers lead their homeroom groups in discussion of "How To Study," "Self-Evaluation," "Getting Along with Others," "The Achieving of Emotional Maturity," etc. The deans go to the individual homerooms to discuss students' cumulative folders and the school record which each student writes for himself. Sophomores review course offerings and electives with the deans. They make trips to local banks, newspaper office, and the jail. Sophomores produce an all-school talent show where the students learn group participation, organization, and the merits of working on the team.

The overall theme of the guidance unit for the junior year is vocational choice and includes a study of careers. Juniors see many films depicting work in actual careers, some on a group basis, and some to interest groups. In cooperation with the local Chamber of Commerce the deans arrange for all junior students to have a half day off in the fall to participate in a school-sponsored Business-Industry-Education Day. At this time, in a predetermined choice, the juniors visit local businesses and industries. Career units are related as well to the vocational classes such as business, retailing, home economics, and shop. Two all-school career days are held, one in the fall, and one in the spring, at which time the students have an opportunity to listen to speakers representing the career of their choice. The junior homeroom teachers, the homeroom officers, and student panels lead the students in their homerooms in discussions of such topics as "There Is a Job in Your Future," "How to Secure Working Papers," "Why Young People Fail to Secure and Hold Jobs," and much emphasis is placed upon obtaining the proper training for any career. A discussion of college and university offerings is begun at this level, in terms of necessary and academic training for each career. Invited outside speakers come into the homerooms to discuss the role of the high school student, the role of the high school graduate, and the role of the citizen in the community. Units of study and assignments are prepared around the occupational information files

which are maintained in both the school library and the guidance office. Once or twice a year a group guidance unit is related to assignments in history classes or in English classes.

In the senior year, class officers are elected during the activity period. Class meetings are held and committees appointed to work out the social schedule of the senior year. Through guidance questionnaires, seniors choose between participating in a unit involving contemplation of college or in a unit dealing with employment after high school. For those seniors selecting the college unit, the deans meet with homerooms, in at least two discussions, to present such topics as "Who Should Go to College," "How to Make Out a College Application," "Expenses of College," "What College Has to Offer," and "Scholarships Available." These seniors hear panels of college students who are former graduates of our high school appraise their adjustment to college in their freshman year. Representatives from the armed forces and college representatives visit the school frequently and work within the senior activity program. College-minded juniors and seniors may discuss with college personnel pertinent phases of college and campus life, and the need for maintaining good study habits and required averages.

Those seniors choosing the work unit are interviewed by the New York State Employment Service, take both the manual and written test of the Service, and in individual interviews, receive the interpretation of their test results. Personnel representatives of business and industry speak on what is expected of the high school graduate. In addition, a unit on manners and etiquette, covering many phases, is prepared by the home economics teachers, conducted by them in the home economics room, and presented to all seniors in groups of two homerooms at a time on two successive Thursdays. The teachers in the health department prepare a unit on mental hygiene involving recordings, distribution of pamphlets and literature on mental hygiene, and a question and answer period conducted by competent personnel. This unit is presented to all seniors as a part of the group guidance program.

The homeroom secretaries of each class and homeroom write up reports and minutes of their guidance programs. These are reviewed later by the teachers and deans. The deans, near the end of the spring semester, go into many of the senior homerooms and in a discussion with the students attempt to evaluate the success and effectiveness of the year's program and to point up its shortcomings. These seniors have many ready comments on their experiences in participating in the guidance program over their three years of high school work.

We believe that the work of the guidance department in the activity period in our school provides opportunities for group discussion, for student participation, and affords opportunities for individual student adjustment. It aids the student in appraising his own strengths and weaknesses. It assists him in techniques of getting along

Who's Going to Shoe Your Horse?

UNDER THE SPREADING CHESTNUT TREE THE VILLAGE SMITHY STANDS. So says Mr. Longfellow. But if the occupational choices of 3,800 Tucson Senior High School students are any criteria, the village smithy, with its muscular blacksmith and flying sparks from the impact of sledge hammer on red hot iron, will soon be as extinct as the dodo bird. Nobody, *but absolutely nobody*, showed an interest in being a blacksmith. Other occupations which went begging are janitor, shoemaker, paper hanger, and exterminator.

However, several occupations which are in short supply nationally are apparently going to get some relief. One of these, engineering, led the field with 428 choices in its various branches. Those who have been having difficulty securing secretaries should not despair. Three hundred sixteen indicated an interest in this field, while the teacher shortage will be partly relieved if the 302 who chose teaching complete their college requirements. Three other occupations which proved popular with the girls were: Nurse, 251; Airline Stewardess, 215; Model, 168.

Tucson High School students seemed to agree with the boy who said he didn't mind school; what he objected to was the principal of the thing. Only three students showed any interest in being school administrators.

And when we shuffle off this mortal coil, we should have no worries. We will be well cared for. Sixty people were interested in the ministry and forty-one in the undertaking business.—JOE M. YOUNG, Coordinator of Guidance and Counseling Tucson (Arizona) Public Schools.

well with others. It increases the student's awareness of the problems about him. It saves the time of the guidance department in imparting invaluable vocational and educational information. It gives the guidance department an opportunity to work with pupils and classroom teachers for mutual understanding and motivation. It helps to make the individual classroom and homeroom teacher more guidance-minded, and it continues to impress the classroom and homeroom teacher that the counselor is one of them and not removed from the academic staff.—MARGARET HOCH, Dean of Girls, Lockport Senior High School, Lockport, New York.

On College Life: Each year the Guidance Department of Bridgeton High School, Bridgeton, New Jersey, sponsors a Christmas homecoming tea when graduates return to school to help acquaint senior college preparatory students with various phases of college life.

In November all the graduates of the preceding year who are now attending colleges or nursing schools receive an invitation to attend the tea and to see the annual Christmas assembly program. A postcard, enclosed for their convenience in replying, asks for the name of the course or major they are taking.

As soon as all replies are received, another invitation is issued to all college preparatory seniors. The invitation gives information about the careers and colleges which will be represented by our graduates. Those interested in attending may then notify the Guidance Office.

The tea itself is held in the cafeteria. Members of the Guidance Club, a group of girls who act as receptionists and messengers in the Guidance Office, decorate. On each table is a sign showing the vocational field to be discussed there.

Banners of the various colleges represented are placed on the standards holding the signs. The tea table is also made colorful with Christmas decorations.

As guests arrive, they are directed by junior class members of the Guidance Club to register. They are asked to give their name, course, school address, offices held, and activities. (These are later compiled for a news item in the school newspaper.) The guests in turn receive identification tags. From the registration desk they get their refreshments and then go to the table where the sign indicates their major field.

The guidance directors circulate among the tables but find little need of directing conversation which proceeds at a great pace.

When talk about vocations seems to lag, the directors step in and ask for questions about dormitory life, fraternities, sororities, clothes, expenses, and other matters of interest to prospective college freshmen. Many of these questions have been gathered from the seniors before the tea.

Last year 30 colleges and 12 vocational fields were covered. Approximately 50 graduates and 60 seniors attend each year.

In order to evaluate the program we have discussed its value with our graduates who claim they gained more from the discussions than from other career conferences; they feel they learned much about what to expect when they went to college.

Our seniors have written compositions concerning the project and have unanimously expressed the opinion that the information received was valuable. Many of the questions not answered completely in college catalogs were clarified by discussion.

Comments from the faculty, guidance staff, and students make us feel that this sort of program is worthwhile.—ZELDA PINELESS, Asst. Guidance Director, Bridgeton High School, New Jersey

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YOU'LL WANT TO READ

How To Visit Colleges: A handbook for students, parents, counselors, and teachers, published by National Vocational Guidance Association. November, 1954. (25c each)

This is the first of a series of "how to do it" booklets prepared by the Public Information and Professional Relations Committee of N.V.G.A.

The rapid and steady growth in college enrollments has increased the demand for aids in selecting the school that best meets the needs of the individual. With this thought in mind the committee prepared the booklet.

The 23 page small booklet covers well these topics on college visits: their importance; the time; preparation; what to look for and ask about at each college; what to do after you return home; and how to capitalize on the information and experience gained from the visits.

Admissions Requirements, 1955, of American Medical Colleges. Booklet prepared by the Association of American Medical Colleges, 185 N. Wabash, Chicago. 195p., \$2.

Journal of The American Association of University Women, October, 1954, p. 55. "We Hear from the Teachers."

Several State Departments of Education are now publishing bulletins, newsletters, and monographs on guidance. Among those called to our attention this month are:

Indiana Guidance Bulletin, issued by the Division of Guidance, State Department of Public Instruction, Indianapolis.

The Utah Counselor, prepared by The Utah Association of School Counselors and The Division of Guidance Services, Department of Public Instruction, Salt Lake City. These groups have also prepared several monographs.

William F. Valdena, Director of Guidance in the Needham, (Mass.) Public Schools, gets out a monthly newsletter. The October issue indicates that much is happening in Needham. Among others there are reports on: seminars for elementary teachers to deepen self understanding and to improve relationships; parent seminars for exploration of common concerns and questions arising in daily relationship with children; a guidance club for boys to improve interpersonal relation through group activity; and weekly sessions designed to explore and discover ways of improving study habits and attitudes among high school students.

GUIDANCE WORKSHOP FOR TEACHERS' INSTITUTE

County Superintendent John D. Beck, of Clinton County, Pennsylvania, this fall tried a new substitute for the county teachers' institute. It consisted of a one-day guidance workshop for all the teachers of the county. Frank G. Davis, professor of education at Bucknell University, organized the workshop. Other resource people were: J. Charles Jones and assistant professor Nicholas Troisi, both of Bucknell, and Gladys B. Fish, reading specialist in the Pennsylvania Department of Public Instruction.

A panel, consisting of the above four and the county superintendent, started the four hour workshop with a discussion of the meaning of guidance. Buzz sessions in which group of ten selected two problems (vital to the guidance of their pupils) followed. A twenty-minute film on understanding children was shown. A healthy discussion followed.

After a friendly luncheon hour the 100 elementary and 50 high school teachers met separately to consider problems peculiar to their respective grade levels. Again buzz sessions and movies claimed a great portion of the afternoon's time. Mimeographed materials were distributed on sources of guidance aids, elementary guidance, occupational information, and group guidance.

The closing general session had as its topic the organization of the program and the place of the teacher in it. Opportunity was given for presentation of problems that had not been satisfactorily discussed in previous sessions.—FRANK G. DAVIS, Professor of Education, Bucknell University, Lewisburg, Pennsylvania.

TIPS HELP LAUNCH STUDENTS

For the past three years the Pupil Personnel Office has prepared a one-page monthly bulletin called *Job Tips* for use by students. Each junior and senior receives an individual copy, while one copy goes to each sophomore and ninth grade home room for their bulletin boards. The sheet contains items about job trends in the community as well as in the nation; the kind of workers employers want, self-checks, etc. Students look forward to the publication and some have been known to keep a file of them.—AUBREY B. RUSSELL, Director, Pupil Personnel, Guidance, and Research, Elkhart, (Ind.) Public Schools.

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